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ABSTRACT

An Education for Parenthood demonstration project coordinated by the National Federation of Settlements and Neighborhood Centers is described. Individual summaries are given for each of the five sites selected to implement the Preparing Teenagers for Parenthood (PTP) program. The list of primary program objectives contains both psychosocial/behavioral and informational goals. Also included is a description of the group formation process, including some underlying group goals; an outline of the basic program curriculum; and a list of resources. A stated conclusion is that the PTP approach enables teenagers to develop a base of factual knowledge from which they can make intelligent choices having significant impact on their lives, and that this is eventually reflected in their parent or nonparent roles. (Author/BP)

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PREPARING TEENAGERS FOR PARENTHOOD

A NATIONAL DEMONSTRATION PROJECT FOR YOUTH DEVELOPMENT

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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NATIONAL FEDERATION OF SETTLEMENTS AND NEIGHBORHOOD CENTERS

FINAL REPORT

To

Office of Child Development
Office of Human Development
U.S. Department of Health, Education and Welfare

On

EDUCATION FOR PARENTHOOD PROGRAM

PERIOD: June 1, 1973 - May 31, 1976

1973 - 1976

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FORWARD

The National Federation of Settlements and Neighborhood Centers has concluded its role as the national coordinating agency for the Education for Parenthood demonstration project, which we titled—*"Preparing Teenagers for Parenthood,"* as funded for three years (1973-1976) by a grant from the U.S. Department of Health, Education and Welfare's Office of Child Development.

In addition to expressing our appreciation for the constant financial and staff support received from HEW's Offices of Child Development and Education, as well as the expertise and technical assistance from the staff of Behavior Associates, as the project's primary evaluators, we also recognize the overwhelming success of "PTP" was due to the staff, participants and parents related to each of the programs conducted in the 5 demonstration site agencies. Their enthusiasm and cooperation turned initial theoretical projections and plans into living realities; creating a spirit and setting in which the learning objectives took on meaning and will, undoubtedly, have lasting impact on those who were a part of this project. To have been a part of this process for the last two years of this project will always represent one of the most significant chapters in my own professional career.

Dick Bargans, NFS National Project Director

INTRODUCTION

Settlements and neighborhood centers have, historically, responded to the hazards and inequities confronting children residing in the inner cities of this country; inequities compounded by ethnic, racial and low-income factors. Similarly, this first hand knowledge and involvement in efforts to reverse and resolve those social hazards resulted in settlements and neighborhood centers being characterized as "early warning stations" of problematic social trends.

Thus, the National Federation of Settlements and Neighborhood Centers and its member agencies were in the forefront of reporting and programmatically experimenting in response to the growing trend of young adolescents who, by "acident" or as the result of adverse social pressures, were becoming parents. Both the "early warning" and efforts to respond to a variety of needs inherent in this trend were in response to some of the following significant and frightening national statistics; trends and statistics that were every day realities to the adolescents in the settlements' service areas:

- 10% of the women in this country under 18 years were mothers.
- 1/6 of first births are to teenage mothers.
- The highest infant mortality rate occurs to infants born to mothers under 20 years of age.
- High risk pre and post-natal health problems to both the young mother and infants; including subsequent "child abuse" problems.
- Adolescent mother's education interrupted or terminated; whether married or unmarried.
- Higher rate of divorce among teenagers than any other group.

Further, in addition to these high risks, regardless of whether or not the father is present—effective parental roles are lacking, due to the immaturity of this age group. Probably one of the most tragic effects of this entire continuum can be spoken of in terms of thwarted human aspirations and achievements for the young parents as well as their children's potential in these basic life goals. This, to many, is by far a more primary issue, followed by the basic question of—"What do young people need to know to enable them to become effective and responsible parents"—rather than the issue of "teenage pregnancy of unwed adolescents."

Following earlier NFS efforts to secure sufficient funds to implement a national demonstration program, we became one of seven national, voluntary agencies funded by the U.S. Department of Health, Education and Welfare's Office of Child Development, to conduct what we called "Preparing Teenagers for Parenthood"—from June 1, 1973 through May 31, 1976. The five demonstration site agencies selected to implement the "PTP" program; reflecting different geographical and ethnic/racial constituencies, were: Beacon Neighborhood House, Chicago, Ill.—Good Samaritan Center, San Antonio, Texas—Curtis Park Community Center, Denver, Colorado—Henry Street Settlement/Urban Life Center, New York, N.Y. and Friends Neighborhood Guild, Philadelphia, Pa. Primarily, the participants were Black and/or Hispanic teenagers.

Henry Street Settlement

PROGRAM PHILOSOPHY AND DESIGN

Throughout the three year demonstration period, both the National office and its five site agencies adhered to a basic and mutually agreed upon philosophy, while retaining the right to implement the resultant program with flexibility to more effectively reach the different constituencies. The NFS program philosophy, as stated in mid-1973, was as follows: "The PTP program rests firmly on the democratic ideology of self determination. Within limits, the individual is free to make decisions which will affect his or her life. And, with the freedom to choose comes the responsibility for the effects of that choice. The choices we are dealing with in this program are major ones having to do with sex, interpersonal relationships, marriage and having and raising children. Each of these areas is one in which teenagers, moving toward adulthood, must make decisions. Our program is designed to equip teenagers to make those decisions well.

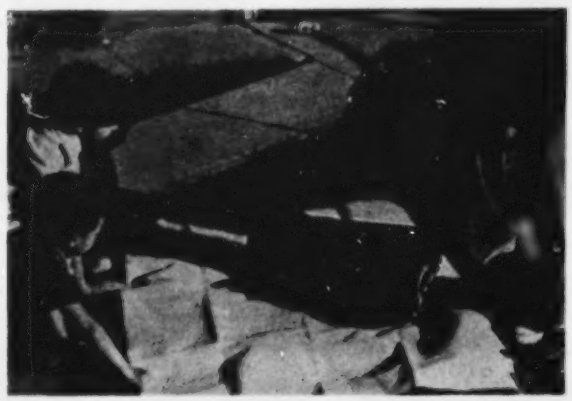
Positive decision making requires first a sense of individual worth. Persons without a sense of their own value—without a positive self-image—have difficulty making decisions in their own best interests.

Beyond this sense of individual worth, positive decision making requires knowledge, information, and the insight and understanding needed to utilize knowledge and information productively. One must have accurate knowledge and information on which to base available alternatives. But one must also have insight and understanding as to one's own values, attitudes and needs, as well as those of others, because these greatly influence the selection and even recognition of alternatives.

Helping youth from low income families to acquire the knowledge and skills for intelligent decision-making as related to the family life cycle, is the dominant theme of the NFS "Preparing Teenagers for Parenthood" program. Parenthood itself is a decision and an important one, which should consciously involve the decision-making process at its enlightened best.

The basic program design was the product of research and development, headed by the NFS PTP National Project Director for its first year—Ms. Eleanor Fink—and included inputs from the staff of the Institute for Child Mental Health, The Sex Information and Education Council of the U.S., Planned Parenthood World Population, Day Care and Child Development Council of America, Inc. and the Children's Television Workshop. Subsequent programmatic design refinements and other implementative realities were discussed and developed by Ms. Fink, in consultation with Mr. Walter L. Smart, NFS Executive Director, Mr. Irwin Abrams, NFS Business Manager and key administrative and program staff of each of the five site agencies. Initially, the latter group consisted of: Ms. Marrice Griffin, PTP Coordinator, and Coleman Miller, Executive Director—Beacon Neighborhood House, Chicago, Ill.; Ms. Susy Hall, PTP Coordinator, and Mike Hernandez, Jr., Executive Director—Good Samaritan Center, San Antonio, Texas (Note: Ms. Pam Littleton succeeded Ms. Hall for the 2nd and 3rd year of the project); Ms. Nilsa Pietri, PTP Coordinator, Ms. Jacqueline Nowak, Program Coordinator—Henry Street Settlement/Urban Life Center, New York, N.Y. (Note: Subsequently, James Robinson, Youth Development Director, and Bertram Beck, Executive Director, also maintained key administrative links with the PTP Program); Ms. Gola Tatum, PTP Coordinator, Ms. Jean Mosley, Director, Services to Individuals and Families, and Roy Canty, Jr., Executive Director—Friends Neighborhood Guild, Philadelphia, Pa.; Candace Hibbard, PTP Coordinator, and George Turner, Executive Director—Curtis Park Community Center, Denver, CO. (Note: Ms. Camellia Fletcher subsequently succeeded Mr. Turner as the Executive Director.)

Initially, while each of the agencies had close contact with teenagers via a wide range of youth programs, only Henry Street had an established Youth Advisory Council. This type of institutional, structural entity was deemed important as a vehicle through which PTP planning could benefit from the teens' input. Eventually, once all of the programs became operational, the participants' input was channeled into the planning process for the remaining two years of the project—thereby extending the settlement concept of inclusive involvement to this new program component.



Friends Neighborhood Guild

Further, the new PTP approach was viewed as an organized and planned approach to initiating and investing resources primarily for youth development; at least such was the case in four of the five site agencies, in light of Henry Street's established Youth Development program component. Thus, an early NFS-PTP document stated that: "In general, the agencies viewed the PTP program as a new direction in youth programming for settlements and neighborhood centers. It was perceived as representing a shift from recreation to educational/developmental programming."

Initial projections as to potential numbers of participants proved unrealistic (20,000), as did the subsequent basic size of the agencies' beginning group (100). Key and valued OYD and OCD staff, Dr. Catherine Richards, Stanley Anderson and Duane Regan, expressed the view that organizational realities and qualitative planning were primary rather than impossible quantitative projections—at that point in the inital operational process. It can be said that from the beginning of this program and throughout the HEW grant period—qualitative objectives were stressed and achieved as primary with quantitative factors, in terms of program/participant expansion and dissemination viewed as an achievable reality in the program's second and third years.

Therefore, the initial basic size of the beginning group was expected to be between 30-50 participants; when the groups finally became operational, the initial size was, on the average, smaller. The age range of the project's target population was 12-15 years of age; with the age range of the five site agencies falling generally within that range, with some exceptions involving 19 year olds.

The primary vehicles and media to implement the PTP program design were utilized as part of informal group discussions involving audio/visual aids, resource speakers, field trips, demonstrations and direct work experience with small children.

To enhance and stimulate participant continuity in the program, a variety of purely socializing program vehicles were also utilized including refreshments, special events and group outings. Included in the latter were special presentations by some of the participants and site coordinators, incorporated into the program format of national conferences of both the National Federation of Settlements and Neighborhood Centers, as well as the National Conference on Social Welfare; providing opportunities for broad exposure/interaction with conferees from around the country. These national platforms also contributed to the stimulation of interest and replicating this kind of approach with other constituent members of these organizations. Additional opportunities involving the site coordinators further enhanced this dissemination process at a number of other locally and nationally convened conferences and meetings, within both the private and public welfare sectors.

Beacon Neighborhood House

GOALS AND OBJECTIVES

To provide low income youth in minority group communities with an opportunity to explore a variety of adult roles related to family life and to acquire or develop psycho-social awareness, problem solving skills and knowledge base needed to function successfully in those roles.

To provide low income youth in minority group communities with information and experiences which will help them to make informed and meaningful decisions having significant and long range consequences on matters related to the family life cycle.

PRIMARY OBJECTIVES

A. Psychosocial/Behavioral Objectives

1. To promote the formation of a positive self image, both on an individual and ethnic group basis.
2. To promote the development of general communication skills, with emphasis on the acquisition of verbal skills.
3. To promote the development of self-insight abilities, value clarification and reality testing abilities.
4. To promote the development of interpersonal and group participation/cooperation skills.
5. To encourage decision making ability and assumption of responsibility.

B. Informational Objectives

1. To increase the knowledge and understanding of participants about the basic aspects of human sexuality.
2. To increase the knowledge base of participants about medical, social and emotional aspects of pregnancy.
3. To increase the knowledge base of participants about the physical, psycho-social and intellectual growth and development of children.
4. To increase their understanding of the behavior of children and the role of parents.
5. To provide structured experiences in the care of young children, through which participants can integrate learned knowledge with practice experience.
6. To introduce participants to various child care career opportunities.
7. To involve participants in sharing information and knowledge obtained through this program with other members of the community, including their parents.
8. To involve participants and their parents in a variety of experiences which will enhance their development as informed and productive members of the community.

SECONDARY OBJECTIVE

To develop a body of knowledge that enhances the capacity of educators, social workers and others to construct curricula tailored to the needs of specific ethnic and economic groups of young adolescents and to design programs that can be used in similar situations.

Friends Neighborhood Guild

LEVEL OF ACHIEVEMENT OF OBJECTIVES AND GOALS

In addition to ascertaining the level of achievement of the above primary and secondary objectives, both NFS and HEW-OCD were committed to determine the extent to which the "intent of the demonstration grant" had been achieved. As stated in a May 1976 communication from Mr. Frank Ferro, Associate Chief, Children's Bureau—OCD-HEW, "the intent of the demonstration grant was two-fold:

1. "To learn how effective the 'Education for Parenthood' program could be in reaching and impacting adolescent boys and girls within a voluntary youth serving agency setting, and
2. If proven effective (which it was), would the seven demonstration organizations incorporate EFP as part of their overall youth serving programs, using their own personnel and funds, once the demonstration phase was completed. Put another way, we will evaluate the success of the program partly on the basis of whether the activity supported by the demonstration effort is continued without further (HEW) fiscal support."

As the first program year of PTP officially ended (31 May, 1974) and similarly by the end of the third program year (31 May, 1976) through on-site observations and visits made by the NFS Project Director, OCD staff, Behavior Associates evaluative staff, plus resultant reports, inter-agency discussions and meetings, there was general consensus that the primary objectives, as defined and outlined by NFS had been achieved; recognizing variations of the NFS program model and a difference in the developmental process, within the five site agencies. Such variations and differences being reflective of the individual participant populations, quantity and type of agency and community resources, the particular style and strengths of the project staff.

Achievement of the above secondary objective and the extent to which #2 of the grant's intent can be evaluated, requires both additional time and further clarification. Our body of knowledge, to date, and 3 years' experience has enabled the NFS project staff to respond to numerous requests, locally and nationally, to share the results of this approach and program with varied health, education and welfare groups. Reference to our project's first year report and a more recent interpretive brochure in a number of publications issued by both the government and other private organizations produced hundreds of inquiries from city and state health, education and related welfare and juvenile judicial agencies, as well as administrators and staff members of similar private agencies—and with whom copies of the above publications were shared. Similar inquiries are also being received in anticipation of the completion of this final report and a companion publication, in the form of a "how to" program guide. Thus, in the opinion of this writer—we have, in a sense, achieved partial attainment of our secondary objective.

However, at the time of this writing, it is anticipated that full attainment of the secondary objective—in its broadest interpretation—will not be possible until the completion of the comprehensive evaluation and a program curriculum matrix. The former being developed by the project's national evaluator contractor—Behavior Associates; with the latter, also in process, and involving representatives from each of the seven national voluntary organizations, the Education Development Center, Office of Child Development, DHEW and Behavior Associates.

What about NFS's role, experience and decision as it relates to the "two fold intent of the demonstration grant"? Regarding the EFP/PTP impact on adolescents in a voluntary youth-serving agency, in this case settlements and neighborhood centers, individually and collectively the role and experience resulted in a positive/affirmative experience. Here again, the sources of that conclusion are those national agency and governmental and Behavior Associate staff who made site visits and observations, mentioned earlier.

Initiatives and long-range planning, nationally by NFS and its five demonstration site agencies with respect to the grant's second intent—would EFP/PTP be incorporated and continued programmatically, once the HEW 3 year funding terminated—actually began in the 2nd year; preceded by an awareness during the project's first year that no additional HEW funds would be forthcoming. Thus, planning for the continuity of the program after 31 May, 1976 became a reality and necessity at both the national and local levels. Locally and nationally, still another objective was stated and pursued during the second and third year, i.e., PTP expansion quantitatively, while protecting the high standard of qualitative programming in each of the sites. While each site agency, in its first year had an average size group of 30/35 participants, the third year found an average size group of 250/300.

Prior to the end of the third year, locally and nationally there was a consensus that PTP should continue, following the completion of the HEW grant period—with the participants in each of the site agencies contributing to that decision and opinion.

And, this writer, during his final agency visits and consultations with the agency project staff and Executive Directors, heard directly that the PTP approach and concepts would be continued after 31 May 1976. Admittedly, the agencies would probably have to limit the extent to which some of the program components would be continued—especially participant involvement in long-distance trips to national conferences, etc., due to budgetary considerations and limitations. In an effort to both protect the continuity of local agency involvement, programmatically, and to replicate and expand this approach within NFS's constituency—NFS sought new sources of private funds, utilizing the three year PTP experience and a revised project proposal. Basically, the intent of the new proposal was to involve 10 NFS affiliate agencies; possibly awarding mini-grants to the original five demonstration agencies to enable them to fund those components that local resources could not adequately cover—and full, support grants to five new member agencies to initiate PTP programs in same.

The intent and spirit of the site agencies to work towards a continuation of the PTP program was also evident and reflected in a number of special projects undertaken and financed during the last months of the third year—prior to the end of the grant period. A special interpretive PTP/Youth Development brochure was developed by the five site coordinators and the NFS National Project Director, in the Spring of 1976; with the initial distribution occurring at the time of the NFS National Conference in Detroit in April 1976. Participants and site coordinators also travelled to and participated in that conference. In a display of national group identity, the participants "sported" special PTP T-shirts and pins; a set of which was shared with and appreciated by the NFS National Project Director!

A significant, internal informational/learning objective was established in the early, formative stage of the NFS site staff group formation; facilitated by both the NFS National Project Director(s) and the administrative staff of the five site agencies. Namely, the site coordinators and national project directors felt their own group identity and collective awareness of how the differences of their respective settings and constituencies had become productive, operational realities—suggested an opportunity for the site coordinators to visit and observe each other's programs. Thus, between 1973/1976, the site coordinators and the national project directors held organizational meetings and both observed and participated at least once in the five project agencies and cities.

In the achievement of this internal objective, the group and national project directors also strengthened their own professional and personal relationships and established effective working relationships that also contributed to the success and effectiveness of the program, locally and nationally.

Another dimension of effective working relationships was also maintained as the result of inputs and direct participation in numerous organizational meetings by the site executives and other agency administrative staff; meetings convened by both HEW/Behavior Associates and/or NFS.

The objectives and accomplishments discussed in this section of the report were the direct results of a thorough planning process which developed guidelines and a model for *group formation/process*, *program curriculum* and *resources*; each of which allowed for and was implemented according to the individual site variations and differences. Thus, some summary comments on each of those components are very much in order, at this point in this report.

Curtis Park Community Center

GROUP FORMATION/PROCESS

One of the initial organizational impasses to surface and which required a longer period of time to resolve—was related to the group recruitment/-formation process. The unique program and information objectives of the PTP program at each of the sites took longer to interpret and, similarly, longer to arrive at some concensus by the potential participants as to what they wanted as program/-activity components.

Once the group was developed, there followed a period, again requiring more time than originally anticipated, that enabled the group to develop an identity; one that was significant and unique from other program groups within (or outside of) the agency. Often, and especially for the teenagers, this was their first opportunity to play an active role and function in the development and contributing to a group. By the end of the first year, or at least by the beginning of the second year—most participants were involved in helping to plan for the next program year; within the second and third years, some participants were also taking leadership roles in newly created PTP groups, drawing on their own experience and emerging self confidence and awareness.

Some of the *primary underlying group goals*, besides providing basic support and guidance to the teenagers or adolescents were:

1. To enable the adolescent to acquire the knowledge and skills for intelligent decision making, relating to life planning and direction.

2. To use the group setting to help adolescents articulate feelings about their own feelings and sexuality, as related to behavior, status, interpersonal relationships, special fears and anxieties.

3. To help adolescents through atmosphere offered by the group setting to clarify their own values and attitudes as related to sex, marriage or non-marriage, and having (or not having) and raising children.

4. To help adolescents develop an understanding of the responsibilities of parenthood and increase their competence as future parents by providing information on the social, medical, emotional and cognitive needs of young children.

Henry Street Settlement

PROGRAM CURRICULUM

What follows, represents the basic content model, followed throughout the three year demonstration project by the five site agencies; with the specific topic and time sequence left up to the discretion of the local agency. Each major topic included an "orientation/introduction" section or session; with the major topics being—Sex Education, Child Development and Child Care/Caretakers. By far the most "stimulating" sessions and/or promoting the most interest and interaction were those related to Sex Education and the Child Care Sessions; the latter of which represented the direct work experience, career testing opportunities. The latter component had a built in incentive of limited compensation in the form of a stipend paid during the fall through spring/summer period. Then, when the participants were placed for summer employment within the agency, via Neighborhood Youth Corps slots, etc.—that program's prevailing wage rate was paid. However, most of the site agencies required prior participation in the preparatory orientation components in order to be eligible for the direct work/career testing experience and related compensation.

Henry Street Settlement

Thus, the basic program curriculum outline was as follows:

Section I—Orientation

a) Introductions—Who is in the Group
b) Basic program content
c) What participants can expect to get from program
d) Responsibilities of participants
e) Informational priorities of group

Section II—Sex Education

1. Introduction
   a) Ground rules for discussion
   b) Sex and sexuality
   c) Reproductive and non-reproductive sexual activity
2. Biological Basics
   a) Male and female anatomy
   b) Physiological maturation
   c) Conception
3. Emotional Maturation
   a) Male and female roles
   b) Interpersonal relationships
   c) Sex and love;
   d) Different kinds of love at different ages
   e) Parenthood as a decision
   f) Sex/sexuality during adolescence
   g) Sex/sexuality as an adult
4. Values and Attitudes
   a) Socio-cultural groups
   b) Parents and family
   c) Peer group
   d) Personal
   e) Counter-culture: the sex careers: "Pimp" and "Prostitute"
5. Myths and Anxieties
   a) Masturbation
   b) Homosexuality
   c) Curiosity
   d) Fantasies
   e) "Street and Old Spouses' Tales"
6. Health
   a) Venereal disease
   b) Family planning and fertility control
   c) Birth control methods or absence of same
   d) Abortion
   e) Vasectomy
   f) Rape
   g) Drugs
   h) Cancer screening
   i) Alcohol abuse
   j) Sickle Cell Anemia
   k) V.D.
   l) Mental Retardation

Section III—Child Development

1. Introduction
   a) Why people decide to have children
   b) What is a child
2. The Beginning of Life
   a) Symptoms of pregnancy
   b) Pre-natal care/prevention of birth defects
   c) Anxieties of mothers and fathers-to-be
   d) Preparing for childbirth (Techniques for relaxation and control)
   e) Father's role in pregnancy, labor and delivery
   f) Caring as a family
3. The Newborn Infant
   a) Appearance
   b) Behavior
   c) Perception of the world
4. Normal Growth and Behavior
   a) The infant (Birth-18 months)
   b) The toddler (18 months-3 years)
   c) The tot (3 years-6 years)
5. The Abnormal Child
   a) The physically handicapped child
   b) The retarded or brain-damaged child
   c) The emotionally disturbed child
6. Development of Personality
   a) Genetic factors
   b) Environmental factors
   c) Effects of cultural, class and ethnic differences in child raising techniques

Friends Neighborhood Guild

Section IV—Child Care and Caretakers

1. Introduction
   a) Why children need care
   b) Responsibilities of caretakers
2. Meeting Basic Needs of Infants/Children and Teens
   a) Feeding: Nutrition awareness and food preparation skills
   b) Bathing and dressing; including clothing needs
   c) Protecting
   d) Loving
   e) Disciplining
   f) Fears and anxieties
3. Child Abuse and Neglect
   a) Definition of "abuse" and "neglect"
   b) Effects on children
   c) Problems of parents and other contributing factors
   d) What to do with/for/about the abused child... the abusing parent
4. Communicating with Children
   a) Understanding behavior of children
   b) How children interpret the behavior of teens and adults
   c) Basic messages; emotional responses—state of feelings
   d) Function of play and toys
   e) How children learn
   f) Helping children learn
5. Understanding the Behavior of Children
   a) Effective behavior
   b) Adaptive behavior
   c) Personality and social behavior
   d) Behavior of teens working with children
   e) Influence of teens working with children
6. Career Use of Experience in Working with Children
   a) Responsibility and accountability of teens
   b) Making decisions that affect self and others
   c) Attitudes and responses needed for any job

Henry Street Settlement

PROGRAM RESOURCES

In addition to developing a topical library of resource materials, each of the site agencies relied on the expertise of local health, education and welfare consultants from both public and private agencies, the presentations for which took on various formats, both verbally and visually. For the most part, guest speakers and resource personnel made themselves available at no cost.

As the first of the three year project was concluding, the NFS Project Director developed a "Guide to Program Resources", which expanded the basic recommended program resources. Further, in addition to the national office sharing updated and related materials, each of the site coordinators also took initiatives to suggest and/or share materials that elicited positive responses from their respective participants.

A number of national agencies were contacted to supply their latest resource and publication catalogues from which site agencies could supplement their program resource libraries. Some of the key, national organizations, agencies and publication sources were:

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1. ERIC Project offices within the Offices of Education and Child Development, HEW—Washington, D.C.
2. Education Development Center, 15 Mifflin Place, Cambridge, MA 02139
3. Planned Parenthood-World Populations, 810 Seventh Ave., New York, N.Y. 10019
4. Sex Information and Education Council of the U.S., 1855 Broadway, New York, N.Y. 10023
5. Children's Television Workshop, 1 Lincoln Plaza New York, N.Y. 10023
6. Institute for Child Mental Health, 386 Park Ave. South, N.Y., N.Y. 10016
7. Family Planning Training Institute, Planned Parenthood Assn. of Maryland, Inc, 24 West Franklin St., Baltimore, MD 21201
8. March of Dimes, 315 Park Ave. South, New York, N.Y. 10003
9. American Red Cross, National Headquarters, 17th St., N.W., Washington, D.C. 20036
10. American Social Health Association, 1740 Broadway, New York, N.Y. 10019
11. American Cancer Society (Local Chapter)
12. American Medical Association (Local Chapter)
13. Public Affairs Committee—Pamphlet Series, 381 Park Ave., So., N.Y., N.Y. 10016
14. Parents Magazine, Publications and Films, 52 Vanderbilt Ave., N.Y., N.Y. 10017
15. The Population Institute, 777 U.N. Plaza, New York, N.Y. 10017

The six other national voluntary agencies participating in this HEW funded project also developed channels for sharing materials related to their projects, primarily and directly with the NFS national office or directly with the five NFS project sites. Those six national agencies included Boys' Clubs of America, Salvation Army, National 4-H Clubs, Girl Scouts of the U.S.A., Boy Scouts of America and the Save the Children Federation.

Local public libraries and hospitals and clinics also became primary sources of pertinent, topical materials—books, pamphlets, films and records utilized by the site agencies and their program/project staff.

The concept of "program resources" also included a broad spectrum of community resources—organizations, institutions, "places of interest", etc., which participants visited as part of the program format to acquaint, inform and learn about various community resources that impact on the lives of children, adults and the community as a whole. Ethnic/racial cultural institutions and materials also played a key role in both exposing participants to and strengthening their self awareness and identity perceptions.

Throughout the project's 2nd and 3rd years, the participants, project staff and the host agencies also became "program resources"—a community resource, if you will—interpreting the project, stimulating interest in other organizations to incorporate this approach to youth development, via local and national vehicles to which they were invited to speak.

CONCLUSIONS

The National Federation of Settlements and Neighborhood Centers and its five site agencies are firmly convinced that EFP/PTP is a "natural" and viable approach to youth development—especially for the national network of settlements and neighborhood centers throughout the country. As stated earlier, this program's goals and objectives have been proven to be both achievable and effective. Reduced to its most common denominator—the PTP approach enables teenagers to develop a factual base of knowledge from which they can make intelligent choices having significant impact on their lives—eventually being reflected in their parent or non parent adult roles; contributing leadership skills and assuming an advocacy stance with respect to a wide range of social issues.

The participants, as they engage in this learning and developmental process, including the built-in career testing experiences, also become stimulated and motivated to pursue further academic training.

We have valued highly this opportunity to contribute to the success of this HEW-OCD demonstration and equally important—to have both enabled our project participants to have an opportunity to share in achieving the objectives of the demonstration as well as serving as another strengthening force and inspiration in pursuing our national advocacy role on behalf of young people. While we continue our search for new funding sources in order to further replicate this program, we shall also be aware and alert to new opportunities and programmatic avenues within which we can make further contributions in resolving other hazards and inequities confronting the citizenry of the inner cities of this country—including its young people.

Henry Street Settlement

PTP SITE SUMMARIES - 1973/1976

Beacon Neighborhood House, Chicago, IL.— Project Name: *"Teens and Life"*

This agency, which serves a predominantly Black community in a number of areas on Chicago's West Side, saw its program grow from a core group of about 35 in its first year—to over 300 participants involved in three different agency sites; with a corresponding growth in the number of core staff to work with same. During the final third year of the HEW grant, the Beacon Neighborhood House PTP staff included four social workers and three youth leaders; the latter involving the leadership skills acquired by two former PTP participants. While following the basic PTP curriculum, the program, throughout the three year period, stressed and fostered positive attitudes towards sex and the family, awareness of cultural differences, family planning and positive self image. In the opinion of the agency, the program's approach to sex education enabled the participants to learn the "scientific facts"—and thereby dispelled many of the myths of "street knowledge".

Further, the participants' exposure and discussion of the social and emotional effects of becoming parents also broadened their understanding of their parents' problems and roles. Participants, who ranged in age between 12 and 16 and who successfully completed beginning training in child care and worked in the agency's child care setting, received a stipend. During the summer months, PTP participants 15 years and older, also received jobs in the NYC program in the Beacon Day Care Centers.

Another significant development was reflected in the increased ratio of male participation over the three year period—as was the planned program component that encouraged and involved members of the PTP participants' families. At the conclusion of the three year HEW grant, plans were also made for a continued and expanded (at least 450 participants) PTP program. The expanded program will include the following developmental components: Individual, Career and Employment Counseling with the participants; with Group Counseling to involve both the participants and family. Participants and their families will also be included in Advocacy, Referral and Leisure activities. Participants will also continue in varied cultural enrichment activities.

Curtis Park Community Center, Denver, CO— Project Name: "*The Brotherhood Program*"

The service area of this agency is characterized as a "hard core poverty area" with the majority of the population of approximately 25,000 earning less than $4,500 per year. Ethnic/racial breakdown is roughly "50-50" of Black and Chicano (Mexican-American) residents.

The initial "PTP" program efforts involved a small group of Black teens (25) only who were engaged in the full spectrum of the program curriculum; including the career testing/child care work opportunities that also paid them a nominal stipend ($30).

Curtis Park Community Center

The 2nd year—the entire dynamic of group interest, program precedent and success and increased rapport between agency staff and area teens resulted in a significant number of changes; including wider participation by both Black and Chicano teens and expanded options for child care work opportunities and program components. The number of program participants, especially the core group, also doubled. During this period, the PTP group determined that a name change was necessary to better express what they felt was the purpose and effect of the special program they were a part of. Thus, the participants ran a "name change contest"—with "The Brotherhood Program" becoming the new name.

This period also marked a major change in the agency's awareness and related organizational efforts that reflected its "new goal of developing people instead of entertaining them". Thus, *Youth Development*, in terms of philosophical and operational/structural development was added, as had been Child Development, Neighborhood Development and Senior Services. This similarly reflected a change in administration and changes internally as to staff positions and areas of responsibility.

The 3rd year saw another increase in the number of participants—now at almost 100; including a "Senior Brotherhood" group of 40 teens who wanted to continue as a separate group. Thus, both the HEW/NFS objectives of quantitative expansion was equally important and pursued as the direct wishes and an objective of the Curtis Park groups.

Some concern was expressed over the fact that "parent involvement" was limited—initially the result of "fear" on the part of participants that parents might "veto some program components". On one site visit, this writer did see a unique level of participant/parent involvement when he attended a meeting of the Teen Advisory Committee and found the mother of one of the participants "taking minutes" on behalf of the group!

The programmatic prognosis of this agency's "PTP Brotherhood" program is positive, for reasons that are significant and in addition to the commitment expressed by the agency's Executive Director. In the words of the Director of Youth Development (who initiated the "PTP Brotherhood" program), "It is the feeling that the teens won't let the program or Youth Development die. They have become too involved and invested too much of themselves, to let it go. They would no longer be happy with (just/primarily) entertainment. They see the value in this kind of developmental approach and will now demand it!"

Good Samaritan Center

Friends Neighborhood Guild, Philadelphia, Pa.

The three year period of this agency's involvement in the Preparing Teenagers for Parenthood produced many excellent levels of attaining the goals and objectives of the program and committing staff time and resources in both meeting and urging efforts to replicate this approach both within its service areas, as well as on the part of other community serving agencies. Initially, the PTP program drew primarily Black teen participants from a service area which was 70% Black, 20% White and 10% Puerto Rican. By the end of the third year, that initial effort—which involved a relatively small core group (under 20) during the '73/'74 program year—about 300 teens had been involved in the Guild's PTP program. Their '76/'77 goal was "to continue 4 classes in one jr. high school, 2 classes in the agency; and try to open 2 classes in another jr. high school, and 1 class for Puerto Ricans". One unique dimension of this collaborative effort between the Guild and the public school was that in addition to the school providing the physical setting, the participants attended the PTP session as a bona fide "class"!

In addition to the agency's implementation of the basic program curriculum, the need and urgency for replicating this approach with teens became an early, added objective. The need and urgency was further compounded by the Pennsylvania Dept. of Health's statistic that 52% of births in that state are experienced by unmarried teenagers. Confronted by that underlying reality, the agency's Executive wrote that during the three year period of this program, involving over 300 participants... "none caused or became pregnant. In our neighborhood where questions are asked as to why someone has not become pregnant, one has to believe that some values have been affected and conscious choices made." Further, the administrative and program staff saw, as a top priority, the dissemination of this comprehensive approach to youth development throughout the wider Philadelphia community. Requests to provide consultative technical assistance, in recognition of the agency's effective implementation of this approach, reached such volume that the agency utilized a different dissemination technique, i.e., a city-wide workshop to which representatives of Philadelphia's health, welfare and education agencies were invited—including other city settlements.

Valued training opportunities, in addition to those involving the PTP participants, were also made available graduate and undergraduate social work students.

Good Samaritan Community Center, San Antonio Texas

"Good Sam's" service area population of approximately 97% Chicano (Mexican-American) residents responded positively and favorably to the PTP program continually, throughout the three year grant period; with a consistently higher male teen ratio of participants than experienced at the other four NFS site agencies. Over 200 teens were involved during that three year period, with exposure to the basic curriculum and primary program resources presented by bilingual staff, resource persons and printed media. Ethnic/racial oriented organizations and agencies were also extensively involved in making presentations and/or materials available. Thus, the cultural factor operating in both the planning and implementation phases was of primary importance, throughout.

Participants utilized observational training in the agency's Child Development Program in order to implement child care skills in a number of program activities involving younger children. The latter group participated in an After School Enrichment program to which the PTP participants were linked for career testing/work experience. The PTP participants were thereby provided beginning leadership/career testing opportunities in such areas as educational tutoring, environmental exposure with the younger children via field trips, special parties, etc. and in the agency's athletic recreational activities.

Good Samaritan Center

Henry Street Settlement/Urban Life Center,, N.Y.C.
—Project name: *"Learn and Teach"*

There were a number of unique dimensions to Henry Street's "Learn and Teach" (PTP) experience throughout the three year grant period. The basic population groups in the agency's Lower East Side of New York City were Puerto Rican (29%), Black (16%) and "Other" (55%); with the Learn and Teach participants coming primarily from the Black and Puerto Rican teen population (60% and 40%, respectively).

"Learn and Teach" was incorporated into an already established Youth Development Department—enabling the agency to expand its conceptual and programmatic dimensions of that approach to working with young people.

Planned and highly structured sensitivity training techniques were utilized, following a period of group development and the development of a group identity.

As reported by a number of the NFS sites— Henry Street's program also encountered the most resistance in the components that were related to content, re: development and growth of children. Negative attitudes and other stereotypes of the way children should be raised—primarily reflecting their own childhood—constantly surfaced, in the participants. However, sessions designed and implemented to counter those reactions proved to be most effective. The results: "70-85% of the young people who were in the program for more than a year and have worked for either the agency's Day Camp or Camp Henry, *tended to be the most sensitive, caring counselors of all the junior staff members*".

Further, in the agency's opinion—"The group process was the most important development of this program because in order for a group to internalize information there has to be certain mechanisms built so that information doesn't become facts out of context, not relevant to their reality". And, as was true with the conclusions reached by all of the other NFS sites, Henry Street also felt the qualitative changes that were made "cannot continue to develop unless there is some further development, i.e., summer jobs and a program to relate to all year round".

Approximately over 300 young people were involved in the "Learn and Teach" program over the three year grant period.

Good Samaritan Center